

Grade 6 Sample Test Prompt

Organization

The cafeteria serves some foods people like and some they don't like. Think about three different foods that you would like the cafeteria manager to serve that you can't get now in the cafeteria.

Write a letter to the cafeteria manager convincing her to serve each of the three new foods that you are suggesting.

Your essay should

- Target a specific audience and purpose
- Organize clear ideas into meaningful sequence

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

ORGANIZATION

<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. 	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. 	<p>4</p> <p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that...”) • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others. 	<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

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Grade 6 Writing Organization – Score Point 1

Writing

FINAL COPY

Dear Cafeteria Manager,

I would like you to make with children what to eat pink soup and ery bread because so av the kids don't like the food you make

Sincilar,
A student

Score point 1 – Organization seems haphazard. The writer fails to provide an identifiable beginning, body, and ending. The main point is obscured.

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Go On 

Writing

FINAL COPY

E J
Phy. A2 85031
April 21, 2004

Dear Cafeteria,

I would like for you to serve luncholbaise because everyone likes them. Also it's not hard to make. If you could make sandwiches for us. It's not hard, You could even go home faster. But I think that you should make macKaronie and cheese. That's what I think because most of us like cheese. That's why I think you should make those meals for us. And for you could rest more because all I'm trying to do is help you to get more time off. So if you want to get more rest and go home faster then I recu mend you to do those food's. And not lust for you but for that more kid's would like to eat. So please we will even have the cafeteria clean and you won't have to clean nothing. Because it would all ready be cleaned for you because everyone needs a break once in a while.

Score point 2 – The writing lacks a clear organizational structure. The response has an extremely undeveloped beginning and ending. The writer has a lack of transitions, and those what are used are ineffective and repetitious.

Writing**FINAL COPY**

Dear Cafeteria Manager

Hello, This is a student from Naylor Middle School. I am writing ^{you} because we need different food in our cafeteria like really good steak, Hot Wings, and Ribs. The reason we need different food in our Cafeteria is because the food that we have gets old after having the something every week.

There are a couple reasons we should have steak: 1. Because it taste really good and 2. Because everybody likes steak, not just me. If you do choose to start making steak, some people like it different ways like well done, medium rare and rare, and other ways like that.

Two more reasons we should have ribs and 1. Because it is not something we have had in school and like they say "Try new things!" 2. Because the same food gets boring after a while, and we need different tastes in our mouths. Plus we need to try new things in life.

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Go On 

Writing**FINAL COPY**

Hot wings are so good. There are also two reasons we should eat them 1. They taste really good when you dip them in ranch and put them in our mouths 2. Some of us are used to having things like that at home so please "Try new things"

Sincerely

K G

Score point 3 – An attempt has been made to organize the writing; however the overall structure is skeletal and inconsistent. For instance, the use of numbering within the paragraphs tends to call attention to the rigid format. The order and relationship of details are occasionally unclear. Paragraph two begins with "Two more reasons we should have ribs..." This is confusing because it is the first time the idea of "ribs" is mentioned beyond the first paragraph. The beginning and ending are present but are undeveloped or obvious.

Writing**FINAL COPY**

April 21, 2004

Dear Mary (cafeteria manager),

I believe that our school lunch needs some assistance. The kids at school enjoy some of the food, but say it could be greater. Having pizza on Thursday is a very useful plan because I think many people love it. I have a opinion of three other foods, that maybe we could fit into our school lunch.

The first one is chicken nuggets. Our cafeteria used to have them, but I don't know what happened. Chicken nuggets are a great lunch item. If we got them back I think the kids would be happier. The only thing about them, is the students say they are like rubber and bounce. If we got a different kind they would be great for lunch.

The next food I thought of is fruit salad. I personally love fruit salad and think other students would too. Also, it's healthy. Having a healthy lunch is great for kids, and their parents, I bet, would be happy to hear that their eating healthy. Another reason I thought of fruit salad is, it's very easy to make. I'm sure the people working in the cafeteria would love that!

The last food I thought of is orange chicken.

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Go On 

Writing**FINAL COPY**

I thought of this food because it is very popular. Having orange chicken as a part of our school lunch would be favorable, because the majority of the students approve of it. Also, more people will buy, and we would get more money for the school.

As you can see, our cafeteria food could use some improvement. These foods will help it and make the kids happier. I hope you understand how we feel and help us change the food. Thank you for your time and effort to help our school.

Sincerely,
K D
(ANLC student)

Score point 4 – Organization is clear and coherent. Order and structure are, however, formulaic. “First,” “Next,” “Last,” and “As you can see...” are quite predictable. The body is easy to follow and details fit where placed. The response has a recognizable beginning and clear sequencing.

Writing**FINAL COPY**

Dear Mrs. B

Many of the students attending C B Middle School are concerned about the lunch issues in the school cafeteria. I am a part of this concern. As a student at CBMS I feel I can give you the students point of view. The lunch menu needs desperately a sprucing up and that is what I hope the outcome of this letter will help you do. Here is a list of my suggestions.

I know the pizza in this school is a little bit off. So I think it would be helpful if the school pizza was replaced with Domino's pizza. Also since pizza is already a part of the menu it does not get any less healthy. In addition this change will boost up the amount of kids who buy lunch. Which means the school receives more profit.

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Go On 

Writing**FINAL COPY**

I know your biggest concern is to keep the lunch menu healthy. So my next suggestion will follow your standards. Jamba juice is a great way to boost the energy level of the student who attend CHMS. Jamba Juice is naturally sweetened by fruit and contains no preservatives. The energy after we consume the drink will wake us up in the middle of the day. I will also make us excited for the upcoming classes.

My last suggestion is something a little more fun for us kids. Fast Food is the thing running through our minds at lunch. Fast Food is not very healthy but as young women and men I think we know better than to eat it everyday. Thank you for your understanding and please take this into consideration.

Sincerely,

M

B

Score point 5 – The order and structure are strong and move the reader through the text. The paper has an inviting beginning and a satisfying sense of closure. It also boasts effective sequencing and details that fit where placed. The use of transitions in paragraphs two and three are noted: “Also since...,” “In addition...,” and “So my next...” This response is a good example of avoiding the formulaic organization that appears in the 4 paper.

Writing**FINAL COPY**

Dear Cafeteria Manager:

It has been brought to my attention that not all children enjoy the lunches that the schools are providing, and I agree. Some of the lunches do not look the greatest, so I took some of my time to come up with three meals children might care for more. The three lunches are spaghetti and meatballs, mozzarella sticks, and bean burritos. These are foods that not only do I relish, but other students do too. In the following paragraphs, I will express why I think that these lunches are better in nutrition and taste.

In my opinion, you cannot hate spaghetti and meatballs. Children have it at home, so why can't they have it at school too? Parents might agree to letting their children buy lunch more often, so that would lead into more people buying lunch. Did you know that spaghetti and meatballs is healthier and provides three food groups such as vegetables in the sauce, meat in the meatballs, and the spaghetti is pasta? Chicken nuggets and fruit is something we normally have at school and it only contains two food groups, chicken is meat, and the fruit.

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Go On 

Writing**FINAL COPY**

Have you ever heard of anyone who doesn't like mozzarella sticks? I haven't, so that's why this is another meal I chose. More children will want to buy lunch if mozzarella sticks were an option, so parents wouldn't have to pack as many lunches. Another fantastic thing about mozzarella sticks, is that you don't have to serve them just when it's cold outside like you have to with soup. You can indulge on them no matter what the weather is.

The third food I chose is bean burritos. All of the years that I've been in 6 schools, I've never had bean burrito written on my lunch menu, and nothing satisfies my craving than a nice, warm bean burrito. They would be new and exciting as all of the other food I've mentioned would be. We already provide a lot of American food in our cafeteria such as hamburgers, hot dogs, and chicken nuggets, so why not have more Mexican food? Now, most of the food I've mentioned is just benefiting students, but that's where you're wrong, most of these meals would be easier on the cafeteria workers and make the lunch lines go a little bit smoother.

From: H L 6th grade

Score point 6 – The order and structure are compelling and move the reader through the text easily. The paper has a strong, inviting beginning and a strong, satisfying sense of closure. The smooth, effective transitions among all elements allows the reader to enjoy the creative sequencing. The lead-ins for paragraphs two and three are especially noteworthy.